

# THE SCHOOL JOURNAL

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# THE SCHOOL JOURNAL

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## Supt. J. M. Greenwood's Annual Benediction.---II.

Annual address to the teachers of Kansas City, Mo., delivered September 9, 1905.

(Continued from last week.)

### School Affairs and Civic Affairs.

A nation's culture must rest primarily on the tone and sentiments that are dominant in the schools in which the nation's children are educated. To give the right direction to a child's character it must from the beginning be taught how to live with others in a world that is governed by laws,—the laws of nature, legal enactments, and individual responsibility. Education without a purpose is like sailing with a vessel across an unknown sea without chart or compass, hoping somewhere and somehow to reach a port of safety. Such a course in human affairs would be regarded as the extreme limit of human folly. In too many families and in too many school-rooms nearly every element that should enter into good, substantial character-building,—the very first principles of stability in government whether of the home or of the municipality,—is deliberately set at defiance. The love of country and its institutions, which makes civil and religious freedom possible, means a great deal more than shooting off cannons, exploding fire-crackers, and making day and night hideous in July and December. Bursts of patriotism on these dates, and defiance of law and disregard for the rights of others, especially of the weak and the unoffending, at all other times of the year,—denying and defying parental control and school authorities, and issuing in school strikes, picketing, boycotting, and other acts of disobedience, are not mere childish acts that point in the direction of pure, clean and honorable citizenship. The quiet, calm, self-composed and self-centered people that mould the thoughts and actions of men, learned first of all how to obey and how to be just. Cool, calculating and deliberate they pilot others thru turbulent scenes and out into calmer conditions of mind.

The man, woman, or child who is continually losing his head is never a safe leader. The schools should so train the children that no sudden or emotional excitement will upset them. Children imitate the bad speeches, the bad actions, and they imbibe the mean thoughts of their elders, just as readily as they do the good qualities. The slightest encouragement by either parent or teacher, hinting that pupils may violate such rules and regulations as are designed to be most beneficial in promoting their welfare, is one of the very first steps leading to a casting off of all proper restraints. Underlying all occupations and pursuits must be plans, and the life which is developed aimlessly and without any purpose is a life not only wasted but a life tempest-tossed, shipwrecked, beaten to pieces. At first the work in school and in life must be planned for the child

till habits become habitual. Following directions will develop into self-direction, self-hood, the ability to plan and do for one's self. This leads to something valuable in character, to working out toward some end, to avoid sitting down and waiting for something to happen. To turn situations to advantage marks the difference between a person of energy and character, and the one who will not or can not stand alone. In the first case, the motive power is wholly within the person, and the want of it marks the physical, moral, and intellectual weakening.

### The School Aim.

The aim of school government should be always high, moral, clean, noble, and honestly administered. All public officials should have sensitive consciences; they should put right above expediency; the public official should always set public interests over against private graft and selfishness; the best service the public official can render, and particularly the public school teacher, should be to create better conditions for all the people, particularly those whose only crime is their poverty and who are struggling hard to raise their children up to lead clean, honest, respectable, and pure lives. The life that does not involve honest work, self-sacrifice, and noble purposes is hardly worth the living. Mutual helpfulness should be the earthly mission of every noble soul.

To mould the great mass of school children into right habits of thinking and acting, all recognize the necessity of placing children of the same mental size, capacity, and having other very nearly equal attainments, together into classes. The different groups can be better taught and their advancement be made much more rapid and substantial than when each is taught alone. But in no sense can the public schools, as now organized, do, or should they be expected or required to do, what belongs to the home, the school, and the church. Here are three great separate institutions of our civilization and each must do the work that properly belongs to it. Those parents who hand their children over to the schools, and then blame the teachers because they cannot do impossible things in a few hours each day for one-half the days of the year, in no true sense realize the separate functions of the home, the school, and the church.

There are certain home and church problems involved in the training of children that cannot be transferred to the school without loss to the child's character, just as there are certain school problems that cannot be done at home or in the church without serious detriment to the child's

well being. But in all those things which are common to the home and the school, there should be the most perfect concord. In the training of children into right habits and proper attitudes toward great truths and principles of knowledge and duty, nearly everything depends upon the cultivation of right mental habits,—the power of close, careful, and persistent attention, the ability to direct, to hold and to concentrate all the strength of one's mind for a certain period on a given object of thought, to the exclusion of all other irrelevant thoughts. In the strength of this power consists the difference between the educated person and the one who is unable to do connected thinking. Man should be both a thinker and an actor. He should never be a blind follower.

#### Expert Knowledge of Child Nature.

Few persons are willing to get down and study educational questions seriously. Every community is full of expert advisers who know exactly how to manage all kinds of business in the most skilful and successful manner except their own. No one in his right mind would employ an ignoramus to treat a member of his family who is afflicted with a dangerous disease; or, in a critical case in which large interests are involved, engage a lawyer who never had read a book or had a client, or who was totally ignorant of the rules and regulations observed in our courts. Yet there are persons who have never read a book on education, who have never given the subject an hour's serious study in the world, who do not know what the world is doing educationally, or what the best schools are doing or endeavoring to do; perhaps who have had no experience except what they remember of their own impressions as pupils or as green teachers in some remote localities in rural schools,—who will come forward and inform humanity in general and the public in particular, just what should be done, or not be done, in all things pertaining to the education of some eighteen or twenty millions of children in this country.

The Metropolitan Street Car system of Kansas City is run on a far more rational method. No one would be put on the force as a conductor or motorman, or an expert adviser, fresh from the field or the woods. He is made first to serve an apprenticeship under an experienced man, one who has been in the employ of the corporation for years and who watches and instructs the novice in all his duties. The novice must be trained, and if he has not native ability enough to be developed, he is discharged. Again, in attempting to build the Panama canal, our government endeavored to get the most skilful and versatile engineer in the whole country, a man whose knowledge both theoretical and practical is worth more than that of all the other eighty millions of people in the United States, and when he retired, then the president nominated the next best man for this expert work. The president was right in what he did.

Everybody knows that the man who is just able to build fires in an ordinary heating stove is not on a level with the man who knows how to run a "donkey engine," and he is far below the man who holds the throttle-valve of the powerful locomotive that rushes across the country at the rate of from fifty to eighty miles an hour. Educationally there is the highest kind of presumptive evidence that twenty children are injured at home, spoiled by over indulgence, fickle management, to one that is injured in school. Before one begins to tell just how all children should be managed in school, he should produce fully developed specimens of his own handiwork, and then ask others to behold his jewels.

Judging one by his works is the only correct test that men employ, and teachers are entitled to the same consideration. Many teachers have ideal characters in their minds, and these they endeavor to realize in each child so that when it leaves school, it is stamped indelibly with those sterling qualities of heart and head that pass current the world over.

The most pernicious consequences flow from over-indulgence of children at home, under the mistaken idea that a child may shirk or evade duties and responsibilities, and then get along well later in the business world. Flowing from such slack training is a basis always for one to inquire into the plan and scope of the parental training and its influence in determining character, and from a sufficient number of similar cases a correct conclusion may be drawn. Whenever the family government is weak and unsteady, the child, whether boy or girl, never amounts to anything. The child must be taught obedience, truthfulness, industry, honesty, self-control, and how to work and stick to a task till it is finished. Children should be started right at the beginning and kept right all the time, if the manly virtues are to be developed. I have known parents to spend many sleepless nights and shed many hot tears over the waywardness of a child who, in spite of entreaties, had grown into bad habits thru evil associations.

Of the spoiled children that teachers have to deal with, at least ninety per cent. are spoiled before they ever enter school. There are children bullies just as there are men bullies. There are mean and depraved children when they enter school just as there are such persons we meet in life. Most fortunate indeed that the number of these compared with the great mass is really small. Teachers, do not judge too rashly. Suspend judgment many days. There may be a good trait in the most wayward. Hunt for it, I entreat you. To make your judgment worth much, it must be an intelligent and enlightened judgment. It must be formed by study, reflection and a wide course of reading, by an interchange of opinions with those who are safe leaders in educational thought, and most of all by your keen insight into human nature.

(To be concluded next week.)

### Improvements in High Schools.

By CARL M. BREWSTER, Two Harbors, Minn.

The purpose of this discussion is not to present an entire re-arrangement of courses of instruction and methods of teaching, in an attempt to evolve a new system of education for our high school, but rather to present for consideration some practical remedies for defects in our present system, and to bring out the thought, comment, and suggestions of educators upon the same topic. Among the many criticisms and complaints to be heard from the parents in our land, there are without doubt a few that are well-grounded and that relate to serious defects in the high school system of teaching as at present conducted. The more prominent objections are those made to the present system of "marking," to the examinations, and to the texts. All have to do with the results, as seen by the parents in their children.

By the "marking" system is meant the almost universal custom of recording the work shown by the pupil in the class and in written work. To "pass" the pupil must attain to a certain standard of excellence, usually 65 to 75 per cent. By this system it is asserted that no distinction is made between the pupil who "thinks thru" principles, and the pupil who merely commits the



statements in the text. The incentive is to "make a good showing," whether by committing statements, or by copying from other pupils' work, or by cramming before tests. It is also asserted that the incentive in the mind of the pupil is *not* the mastery of a subject, but to secure a passing grade, usually not more than 75 per cent. of thoro work. The pupil who manages to get 75 per cent. of a subject receives the same reward and same promotion as the pupil who does perfect work. Moreover this poor student who barely passes is advanced with the good student, to annoy and retard the work of the class the following year. The marking system would seem unjust, then, because it affords no incentive to the good student, and a low standard for the poor pupil. The system of grading is unnatural, as well, since by it a pupil cannot be given credit for what he *does*, but, in fairness to the entire class, only for what he shows in class and in written work. As a result it tends to cultivate the abominable habit of "bluffing," which is so widely prevalent in American colleges.

As a substitute for the marking system our educators might well adopt the natural system which is already in use in several of the boys' schools in Germany. According to this plan the only standard of work permitted is perfection. The texts are not padded with difficult phraseology, "impossible" or vague theories, and reasonable lessons are given (reasonable for a child's mind, not for a teacher's). Each teacher is furnished with explicit keys, and for each subject the teacher also has a supplementary book and list of problems. Moreover, the teacher has a number of hours, equal to the sum of the classes taught, set aside for the work of correcting papers.

By way of illustration let us say that an algebra lesson is assigned, which includes problems and recitation work. Only the papers are accepted which contain all of the problems. Those who are behind must hand in the remaining problems before the next set is assigned. If a pupil gets behind one week's work in any one subject, he is dropped from the class and placed in the second class of slower pupils in the same subject. Pupils in the second class have shorter lessons, but the same standard of excellence is maintained. Of the problems that are accepted, many have one or more with incorrect solutions. For every problem missed the pupil is given two from the supplementary list on the same topic, and these two must be worked and handed in before taking up the next lesson. In this case, too, the pupil must not get behind in the work, under penalty of going into the slower division. On the other hand, the pupil *may* if he wishes call for problems in advance from the supplementary list, after he hands in the day's work correctly completed. If he succeeds in getting one week ahead of his class he is advanced to the half-year division, which completes a year's work in that subject in a half year. Thus the pupil who learns rapidly in certain branches is not hampered by the other members of the class, and is given more time for his difficult subjects. In every case the incentive and standard held before the pupil is accuracy and perfect work.

The recitation work of the class is conducted on the same basis. After explaining a principle the pupil is invariably given a practical example to work, or is required to give and explain an example. A failure must be made up on the same day or before the next recitation. A week of failure in recitation has the same penalty attached as in the case of written work, and the pupil enters the slower class. The plan is far simpler than would appear from this illustration, and has been very

successful in these trade schools where used. Many of the difficulties which at first seem great disappear in actual practice. Each teacher has ten to fifteen pupils in a class, and four hour-classes per day. This leaves four hours for correcting, and for recording back work. Of course the system is more expensive, and perhaps more trying to the teacher in spite of the small classes; yet expense ought not to be the main consideration if the plan will cure the evils of the manifestly unfair marking system, without introducing too many evils peculiar to itself.

Any plan which presents the same relative rewards for merit that the world at large offers; that really encourages progress and develops the qualities of accuracy and stick-to-it-iveness, yet does not overwork the physically or mentally weak; a plan which will add these advantages to our present system of secondary education may well be called the "natural plan," and worthy of adoption regardless of expense.

The problem of examinations, which are such objects of dread to the pupils, is partially met in the natural system by the standard of perfection required, by the weekly and monthly reviews, and by the opportunity afforded the dull pupils of taking more time for a given amount of work. All divisions, however, meet equally severe final examinations, but the more thoro daily work with no "unsolved" problems or untouched chapters removes to a large degree the fear of these examinations. Since quality and not quantity of work determines the progress, the tendency is toward accurate results, whether the pupil works rapidly or slowly.

It will be at once recognised that the "natural plan" would call for a complete revision of the texts now in use, both as to topics covered, language and terms used, and problems given. The teaching force, too, would need revision. It would be difficult to secure teachers who would see the increased benefit to the pupil plainly enough to be in sympathy with the increased amount of work per pupil.

It is the hope that these thoughts may lead to a more careful consideration and thoro discussion of the remedy for some of the evils pointed out, that this so-called "natural" system has been presented. It is possible that a plan suited to European conditions might not be applicable to American conditions. It may be that a system that has proved successful in a trade school would be a failure in a public high school. It is probable that the plan could be tried with profit only in private schools and academies. Or there may be countless objections to its adoption under any conditions. What is your opinion?

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## How to Teach Macbeth.

By JANET ELLWOOD, N. H.

Ralph Waldo Emerson wrote to his daughter, "It makes less difference what you study than with whom you study."

Whether your pupils all their lives shall enjoy, appreciate and revere the work of the Great Master of English, depends largely upon you. If you enjoy Macbeth, so will your pupils. If you make a task of the reading, you will fail to seize an opportunity—and the loss to your pupils will be a life-long one. Read the play, and read it again and again—before you read it with the class, and at the same time with them. Every time you read, it will mean more to you, and hence more to your pupils.

Don't spend too much time on the play, so that your pupils shall tire of it.

Macbeth is one of the great tragedies of the world. Study for yourself in what respects this is true, then show its greatness to your pupils. In what respects is it great—in language, in plot, in delineation of character?

If this is the first play of Shakespeare your class reads, make it a basis for further study of the master. If the pupils have read others, compare and contrast with these.

Make the play the basis of the study of words, yes, but never lose sight of the higher purpose, to help your class enjoy and appreciate Shakespeare.

Read in various ways. Sometimes have pupils take turns, each reading a single speech. Occasionally give out parts beforehand, and let a single individual read one part thru a scene, insisting that the reader practice beforehand, so that he shall read well.

*Questions.*—What is the meter of the verse? What is this meter called? What great poems have been written in the same meter?

### Geography.

*Cawdor Castle* is about fifteen miles from Inverness. W. J. Rolfe says that the royal license to build it was granted by James II. in 1454. Tradition has it that a "wise man" advised the Thane of Cawdor to load an ass with a chest of gold, and use the money to build a castle at the third hawthorn tree at which the animal should stop. The advice followed, the castle was built. The trunk of the tree is still shown in the basement of the tower.

*St. Colme's Luck* (or island) is in the Firth of Forth (see map of Scotland). *Aleppo* (see geography).

*Forres* is on the south shore of the Moray Frith. Nearby is an ancient castle, of which the ruins still remain, and which is supposed to be the home of Duncan, and later of Macbeth.

*Glamis* is northeast of Perth. The old castle was used as an abiding place for several of the Scottish kings. There is in the village an ancient obelisk known as "King Malcolm's Gravestone." Here tradition says that Malcolm was buried.

*Inverness* (see geography).

*Colme Kill*, or Iona, the Island of St. Columba, on the west coast of Scotland.

*Scone* was a short distance from Perth. In Scone Abbey the Scottish kings were crowned from the beginning of the twelfth century until James II. The "Stone of Scone," which served as the seat upon which they were crowned, forms a portion of the English coronation chair.

*Birnam Wood* was near the present-day village of Dunkeld, about sixteen miles from Perth. Birnam Hill, in front, is now bare of trees, but there are two old trees which are supposed to have once belonged to the old forest.

### Historical Sources.

The story of the drama has little foundation in fact. The authentic history is thus related by Sir Walter Scott (quoted by Rolfe in his introduction to the play):

"Duncan, by his mother Beatrice a grandson of Malcolm II., succeeded to the throne on his grandfather's death, in 1033; he reigned only six years. Macbeth, his near relation, also a grandchild of Malcolm II., tho by the mother's side, was stirred up by ambition to contest the throne with the possessor. The Lady of Macbeth also, whose real name was Graoch, had deadly injuries to avenge on the reigning prince. She was the granddaughter of Kenneth IV., killed 1003, fighting against Malcolm II.; and other causes for revenge animated the mind of her who has since been painted as the sternest of women. The old annalists add some instigations of a supernatural kind to the influence of a vindictive woman over an ambitious husband. Three women, of more than human stature and beauty, appeared to Macbeth in a dream or vision, and hailed him successively by the titles of Thane of Cromarty, Thane of Moray, which the king afterwards bestowed on him, and finally by King of Scots; this dream, it is said, inspired him with the seductive hopes so well expressed in the drama.

"Macbeth broke no law of hospitality in his attempt on Duncan's life. He attacked and slew the king at a place called Bothgowan, or the Smith's House, near Elgin, in 1039, and not, as has been supposed, in his own castle of Inverness. The act was bloody as was the complexion of the times; but, in very truth, the claim of Macbeth to the throne, according to the rule of Scottish succession, was better than that of Duncan. As a king, the tyrant so much exclaimed against was, in reality, a firm, just, and equitable prince. Apprehensions of danger from a party which Malcolm, the eldest son of the slaughtered Duncan, had set on foot in Northumberland, and still maintained in Scotland, seem, in process of time, to have soured the temper of Macbeth, and rendered him formidable to his nobility. Against Macduff, in particular, the powerful Maormor of Fife, he had uttered some threats which occasioned that chief to fly from the court of Scotland. Urged by this new counsellor, Surard, the Danish Earl of Northumberland, invaded Scotland in the year 1054, displaying his banner in behalf of the banished Malcolm. Macbeth engaged the foe in the neighborhood of his celebrated castle of Dunsinane. He was defeated, but escaped from the battle, and was slain at Lumphanan in 1056."

### Synopsis of the Play.

#### ACT I.

Macbeth and Banquo, captains under King Duncan of Scotland, have won a victory over the Thane of Cawdor, altho the latter was aided by Norwegian troops. On their return the two generals met three witches, one of whom hails Macbeth as Thane of Glamis, the second hails him as Thane of Cawdor, and the third as King-to-be. The witches also make the promise to Banquo that his sons shall sit on the throne. Macbeth is already Thane of Glamis, but as yet nothing more. Messengers from Duncan shortly after arrive and confer on him, in the king's name, the title of Thane of Cawdor. This speedy fulfillment of the second of the greetings from the witches leads him to wish, and secretly to hope, for the fulfillment of the third. He reveals his wish to Lady Macbeth, and the two together arrange a plan for murdering the king. Duncan, all unsuspecting and desirous of showing Macbeth still further honor, invites himself to spend the night at Macbeth's house.

## ACT II.

King Duncan is murdered during the night by Macbeth, who is aided by his wife. The king's sons, Malcolm and Donalbain, flee from Scotland in terror. Macbeth tries to turn suspicion from himself by insinuating that the sons had fled because they were the murderers. Since the sons had left the country, Macbeth, as next of kin, is crowned King of Scotland, thus fulfilling, by his crime, the third prediction of the witches.

## ACT III.

Macbeth does not yet feel easy. He remembers that the witches had promised that Banquo's children should one day occupy the throne. In order to secure the crown for his descendants, he forms a plot for assassinating Banquo and the latter's son, Fleance. To carry out his plot, he arranges a feast to which he invites Banquo and Fleance. On the way father and son are attacked by ruffians hired by Macbeth. Banquo is killed, but Fleance escapes.

The feast is ready and the guests are seated. The only drawback is the absence of Banquo, of whose death Macbeth has been secretly apprised. As the king is about to be seated, the ghost of Banquo enters and sits at his place. Macbeth alone sees the ghost. His alarm is so apparent, however, that the banquet ends in confusion.

## ACT IV.

Macbeth obtains another meeting with the three witches. They warn him to beware of Macduff, but give him the promise that "none born of woman shall harm Macbeth;" he need have no fear until Birnam Wood shall come against him. He is sure from what the witches say that Banquo's issue shall reign in the kingdom.

As he leaves the witches Macbeth is informed that Macduff has made his way to England, where he is about to join forces with Malcolm, eldest son of the murdered King Duncan. In his anger Macbeth hastens to Macduff's castle, where his murderers slay Lady Macduff and her children.

## ACT V.

The queen has become almost insane as she realizes the crimes of which she has been a part. She walks in her sleep and continually tries to wash from her hands the blood she imagines is there. Finally she dies, it is supposed by her own hand.

Macbeth, too, is becoming discouraged, but he makes another effort. He is terrified, however, at the news that Birnam wood is moving against him—in reality branches of wood carried by the advancing army as a protection. He still believes that he bears a charmed life, since the witches have prophesied that he need have no fear except of one "not born of woman." He fights magnificently until he comes to personal encounter with Macduff. The latter tells him that he was from his "mother's womb untimely ripped," and then he slays Macbeth. Malcolm is greeted as King of Scotland.

## Well-Known Quotations.

When shall we three meet again,  
In thunder, lightning, or in rain?

Act I. Scene I.

Fair is foul, and foul is fair.

Act I. Scene I.

Nothing in his life  
Became him like the leaving it.

Act I. Scene IV.

The milk of human kindness.

Act I. Scene V.

Shall sun that never morrow see!

Act I. Scene V.

Look like the innocent flower,  
But be the serpent under 't.

Act I. Scene V.

If it were done when 'tis done, then 't were well  
It were done quickly.

Act I. Scene VII.

I have bought  
Golden opinions from all sorts of people.

Act I. Scene VII.

But screw your courage to the sticking-place  
And we'll not fail.

Act I. Scene VII.

False face must hide what the false heart doth  
know.

Act I. Scene VII.

Is this a dagger which I see before me,  
The handle toward my hand?—Come, let me clutch  
thee.

I have thee not, and yet I see thee still.

Art thou not, fatal vision, sensible

To feeling as to sight? or art thou but

A dagger of the mind, a false creation,

Proceeding from the heat oppressed brain?

Act II. Scene I.

The attempt and not the deed confounds us.

Act II. Scene II.

Methought I heard a voice cry, Sleep no more!

Macbeth doth murder sleep!

Act II. Scene II.

Who could refrain,  
That had a heart to love, and in that heart  
Courage to make 's love known.

Act II. Scene III.

There's daggers in men's smiles.

Act II. Scene III.

God's benison go with you, and with those

That would make good of bad and friends of foes!

Act II. Scene IV.

To be thus is nothing,

But to be safely thus.

Act III. Scene I.

We have scotched the snake, not killed it.

Act III. Scene II.

Now good digestion wait on appetite,

And health on both!

Act III. Scene IV.

Double, double toil and trouble;

Fire burn and cauldron bubble.

Act IV. Scene I.

By the pricking of my thumbs,  
Something wicked this way comes.

Act IV. Scene I.

My way of life

Is fallen into the sear and yellow leaf.

Act IV. Scene III.

Canst thou minister to a mind diseas'd?

Pluck from the memory a rooted sorrow,

Raze out the written troubles of the brain,

And with some sweet oblivious antidote

Cleanse the stuff'd bosom of that perilous stuff

Which weighs upon the heart?

Act V. Scene III.

Throw physic to the dogs, I'll none of it.

Act V. Scene III.

## Worth Remembering.

Come what may,  
Time and the hour runs thru the roughest day.

Act I. Scene III.

I dare do all that may become a man;  
Who dares do more is none.

Act I. Scene VII.

The labor we delight in physics pain.

Act II. Scene III.

In the great hand of God I stand.

Act II. Scene III.

After life's fitful dream he sleeps well.

Act III. Scene II.



## Composition Subjects.

- King Duncan of Scotland.—His True History.  
 The Witches and Their Part in the Play.  
 In What Respect Was Lady Macbeth Responsible for Her Husband's Crimes?  
 How Did Macbeth Show His Guilt After Each Crime?  
 What Do You Know of the Life of the Times from This Drama?  
 Point Out the Leading Characteristics of a Tragedy as Shown in Macbeth.  
 Picture Your Ideas Concerning Lady Macbeth.  
 Compare Lady Macbeth with Some Other of Shakespeare's Heroines.  
 Compare Macbeth with Some Other Important Shakesperean Character.  
 Which Is the Most Interesting Character of the Drama, and in What Respects?

## Research Work.

What does the play reveal of the following characters (quote Shakespeare's exact words): Duncan, Macbeth, Banquo, Macduff, Malcolm, Lady Macbeth, Lady Macduff?

## To Be Acted Out.

- Act I. Scene I.  
 Act IV.  
 Act II. Scene II.

## John Paul Jones Reading List.

The New York city department of education has had prepared and sent out the following reference and reading lists for class-room use concerning John Paul Jones—1747-1792:

"For Captain Jones ever loved close fighting."  
 —Benjamin Franklin.

## IN CLASS LIBRARIES.

## Grades.

- |   |         |
|---|---------|
| Beebe. Four American naval heroes,                          | 4, 5    |
| Brady. American fights and fighters, p. 39,                 | 7       |
| Commodore Paul Jones,                                       | 8       |
| Brooks. The American sailor, p. 119,                        | 7       |
| Frothingham. Sea fighters from Drake to Farragut, p. 215,   | 6, 7    |
| Gibbs. Pike and cutlass, pp. 7, 24,                         | 8       |
| Hale. Stories of the sea, p. 129,                           | 6       |
| Lossing. Story of the United States navy,                   | 7, 8    |
| Markham. Colonial days. (Cruise of the "Ranger," chap. 12). | 4, 5    |
| Seawell. Twelve naval captains,                             | 6, 7, 8 |
| Soley. Boys of 1812, and other naval heroes, chap. 4,       | 6, 7    |

## STORIES.

- |   |      |
|---|------|
| Cooper. The pilot. (based on career of Paul Jones), | 7, 8 |
| Seawell. Paul Jones,                                | 7    |

## POEMS.

- |   |            |
|---|------------|
| "Paul Jones' victory." In Eggleston. American war ballads, v. 1, p. 83.   | 5, 6, 7, 8 |
| "The Yankee man-of-war." In Eggleston. American war ballads, v. 1, p. 81, | 5, 6, 7, 8 |
| Same. In Scollard. Ballads of American bravery, p. 27,                    | 7, 8       |

## FOR REFERENCE.

- For extensive life of Paul Jones, see in any public library.  
 Fuell, A. C. Paul Jones, founder of the American navy. 2 v., and the following magazine articles:  
 Fiske. John Paul Jones and the Armed Neutrality. Atlantic Monthly, v. 60, p. 786. (Dec. 1887.)  
 Funeral of John Paul Jones. Atlantic Monthly, v. 65, p. 712. (May, 1890.)

- Lossing. John Paul Jones. Harper's Monthly, v. 11, p. 145. (July, 1855.)  
 Mahan. John Paul Jones in the Revolution. Scribner's Magazine, p. 24, pp. 22, 204. (July-August, 1898.)  
 Seawell. Paul Jones. Century, v. 27, p. 873.

## How Caesar Took London.

By HUBERT M. SKINNER, Chicago.

When we learned in our school days that Caesar and his legions, away back before the time of Christ, invaded Britain and captured "the capital town of Cassivellaunus," we were impressed with the fact that London is really very old—that it was a town of the ancient world. Indeed, the ancient British legends put forth the claim that it was founded some centuries earlier than Rome itself. Historians smile at the old legends which precede the written history of Britain, with their marvelous tales strung out over long ages, and deem them valuable only as supplying materials to poets and to clever story-tellers. But the British legend of Caesar's invasion is strikingly confirmed in its most essential features by Caesar's own account of those events.

Caesar's Commentaries are everywhere familiar; but few persons ever see the British story, since it exists in English only in translations from a very rare book of old Latin. It is an interesting story, and well worth preserving.

Caswallon, or "Cassivellaunus," as Caesar calls him, was one of three royal brothers, the sons of old King Heli. Lud, being the eldest, reigned after his father, and left two sons, Androgeus and Tenuantius. But since they were young, and Britain was approaching a crisis, Caswallon succeeded to the supreme power, permitting his two nephews to exercise a limited sovereignty over Trinovantum (London) and Cornwall. To Nennius, the third of the royal brothers, was given an important command in the army, and he was destined soon to fall in a heroic defense of his country.

In the year 55 B. C. came the invasion by the Romans under the great commander, Julius Caesar. It ended in failure. Caesar was amazed at the advancement of the Britons, and at the ability and bravery of their resistance; and he speedily retreated to Gaul (France). That he committed the folly of a second attempt to subdue the Britons was due to a tragic occurrence which caused the islanders to be divided among themselves, and led a faction to invite him to come as an avenger of its wrongs. The legendary account of the feud is essentially as follows:

There was great joy in Britain over the defeat of the great Roman and his legions. The sword of Caesar, which had been wrenched from him by Nennius, was prized as a national trophy, and was reverently placed in the tomb of that prince, who perished from a wound that Caesar had given him. The nation was wild in its joy at the deliverance from the threatened Roman subjection, and a great national festivity of devotion and rejoicing was arranged for. The capital, Trinovantum, which was under the command of Androgeus, was in gala dress. Great sacrifices were to be made to the immortal gods who had directed the British arms to victory.

Forty thousand cows and 100,000 sheep were barbecued. Thousands gathered to listen to the priests as they officiated, with solemn chants, in the devotions of the people. Then came the games which, in all the classic lands of Europe, were associated with public worship.

Among the wrestlers were two youths of great



promise. One of these was, like Androgeus, a nephew of the king. His name was Hirelgas. The other was Evelinus, a nephew of Androgeus. Both were famous wrestlers, the pride of the nobles and of the people. Both were handsome, and were crowned, doubtless, with the famous brown tresses of British royalty.

It is difficult now to realize the estimation in which such contests were held in ancient times. As among the Greeks a victory in the olympic games was as greatly to be desired as a triumph in war, so in Britain it was the ambition of a lifetime to win in such a contest and at such a time. Hirelgas and Androgeus were well matched. It was difficult to determine who was the victor. With breathless interest the assembled thousands looked on as the struggle proceeded. And when at last it was ended by the expiration of the time or by the exhaustion of both, the honors were still in question. Each champion had his adherents, and no one, perhaps, was fully satisfied with the outcome.

After the contest was over, and the wrestlers, still excited and panting, were resting from their exertions, some remark was made which led to a dispute. The nephew of the king was perhaps overbearing and contemptuous. The nephew of Androgeus was quick-tempered and violent. Hirelgas, in his anger, said something peculiarly exasperating, and Evelinus, on the spur of the moment, sprang up and grasped a heavy sword. Trained to the skillful use of heavy blades, and mad with passion, he rushed upon his cousin. The blade swung thru the air, and, with its razor edge, came down upon the neck of Hirelgas, who had no time to anticipate it. Keenly it cut thru flesh and bone, and the spectators were shocked to see their prince completely beheaded at a blow. The deed was done beyond recall, and Evelinus, far from being repentant, excused himself. There appeared at once two sides to the story that was told. Evelinus was excused by many. Indeed, it was held by some that he had acted purely in self-defense.

A royal order was soon issued by the king for the arrest of the prince. The latter appealed to his uncle, Androgeus, who was in charge of the city, and had exercised final jurisdiction in all such matters. Androgeus immediately espoused the cause of his nephew, and made answer to Caswallon that the trial must be held in Trinovantum, and that he, Androgeus, must be the judge. Caswallon, who seems not to have been at Trinovantum at the time, declined to concede the position of Androgeus, and threatened war against him unless the royal mandate should be obeyed.

Acts of hostility and reprisal followed, and at length Androgeus sent a message to Caesar, inviting him to repeat his invasion, and promising him the support of the Trinovantes. Caesar accepted the invitation, but demanded hostages as a guaranty of good faith; and Androgeus sent him thirty young nobles. Caesar came, and there was much heroic fighting on both sides, until Androgeus, at the king's solicitation, effected an agreement whereby the Romans retired again to Gaul, exacting a tribute and taking Androgeus with them. The invasion, however, came to nothing, as the tribute was not paid nor did the Romans again attempt the conquest of Britain for nearly a century.

Caesar's own account tells us that a young man, son of the late king, came to him in Gaul and promised aid; that forty hostages were exacted and given; that the young man's name was Mandubratius. Probably the *M* in this name belonged to a preceding word. "Androgeus" might be easily confounded with "Andubratius," as pro-

nounced by the ancients. Caesar tells us that the young man's father was Imanuentius. Doubtless copying of the "Commentaries."

Caesar tells us that he advanced to the "capital town," which was admirably fortified by nature and that he secured in it "a great amount of cattle." While he does not give us the name of this town, it is understood to have been "Trinovantum," or London. Caesar's invasion was attended with severe fighting elsewhere. Many hundreds of the terrific war chariots of the Britons, each holding three fighters, rushed thru the Roman ranks. These heavy cars were armed with long, sharp blades extending from the axles of their wheels, which rendered it impossible to approach them without great danger.

The crime of Evelinus resulted in the death of great numbers of brave men on both sides, and the treason of Androgeus ruined his own life. Despite the variations of the two accounts in their details, they are probably both true at bottom and teach a moral.

The English poet, Edmund Spenser, in his "Fairie Queene," recites briefly the story of the second invasion in the following stanzas, which follow an account of the life of King Lud (for whom Ludgate in London is named), and of the young princes who were left to the care of their "eme" (uncle) Caswallon:

Whilst they were young, Cassibalane, their eme,  
Was by the people chosen in their stead,  
Who on him took the royal diadem.  
And goodly well long time it conquered,  
Till the proud Romans him disquited.  
And warlike Caesar, tempted with the name  
Of this sweet island, never governed,  
And envying the Britons' blazed fame  
(O hideous hunger of dominion!) hither came.

Yet twice they were repulsed back again,  
And twice enforced back to their ships to fly;  
The wiles with blood they all the shore did stain,  
And the gray ocean into purple dye.  
Ne had they footing found at last perdy,  
Had not Androgeus, false to native soil,  
And envious of uncle's sovereignty,  
Betrayed his country unto foreign spoil.  
Nought else but treason from the first this land did foil.  
So by him Caesar got the victory,  
Thru great bloodshed and many a sad assay,  
In which himself was charged heavily  
Of hardy Nennius, whom he yet did slay,  
But lost his sword, yet to be seen this day.

*Teachers Magazine* has an extraordinary treat in store for its readers. C. Hanford Henderson, one of the very best of the American writers, will contribute to its pages a series of ten or more chapters under the general head of "Autobiography of a Teacher." Dr. Henderson is a teacher of remarkable power, broad-minded, keen, and large-hearted. As a writer he probably has no equal among the literary people of the present, in the masterful handling of the English language. His is the rare merit of combining with fine culture a careful—almost a reverential—choice of words. Not only is the reader's interest fascinated by the story, but there is nourishment for that something in him which longs for beauty, beauty in the old sense of artistic perfection. The "Autobiography" will be of untold value to teachers, and thru them it is hoped, to the young, to whose well-being our best selves are consecrated. The first instalment will appear in October and after that each number will contain a chapter.

# The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

Week ending September 30, 1905.

## The Need of Smaller Classes.

The weekly *Bulletin* of the Chicago Teachers' Federation, under recent date, calls attention to a phase of the crowding problem in school, which is quite generally overlooked. The task of Americanizing the alien is vastly greater than popular opinion has it. The learning of English is only an infinitesimal portion of it. Contact—direct, living contact—with the best forms of Americanism is essential. In school that means the highest possible approach to individual attention to each pupil's needs. With the present crowded condition of the primary schools the problem is practically beyond the control of the teachers. This is how the *Bulletin* puts it:

The failure to meet the conditions caused by unrestricted immigration, and the effect of this failure on the schools is seen, first of all, in overcrowding, that greatest of all evils in the development of the child in regard to its ultimate usefulness as a citizen of the United States.

There is more than a local city question at issue. This problem of the immigrant child is one found equally as pertinent on the western prairie as in the eastern city, and the same complaint comes from the teacher in both localities, that because of overcrowding in the rooms justice is not done the child.

The economy which prompts a system to withhold funds for the erection of school buildings and for the employment of an adequate number of teachers and the proper paraphernalia for the individual development of the child is the most expensive luxury this country may ever be called upon to pay for.

It is a far cry from eastern Europe to citizenship in the United States, fraught as it is with ideals of social and civic democracy and individual responsibility. As a medium between them stands the public schools, the schools of the people, for the people, owned by the people. So far the people have refused the responsibility of the school and they have shirked the facts of immigration because they did not like to think what the results to this country would be.

It is in the end for the teachers to say what shall be done with the part of the problem coming under their particular observation. It is theirs to say that unless they can give the individual child the attention that child demands, the responsibility for the failure rests with others—the people.

## A New Departure.

With this number a start is made toward the fulfillment of a long-cherished dream: to give to teachers in high and preparatory schools and the advanced classes of elementary schools some such practical aids as have long since been provided for those working with the primary grades. Time was when it was considered somewhat of a disgrace for a teacher of Latin or Greek to make use of translations in his own preparation for his day's work. If a mathematics teacher owned a key to his algebra or geometry he kept the humiliating book locked in his trunk, slipping it from its hiding place behind locked doors after all in the house had retired. We have learned better. The teacher of to-day feels that his chief duty is to give to his pupils, and not to train himself to become a scholar. His duty is to give to those boys and girls under his care the benefits of an exuberant vitality and healthy views of life, together with everything he can find that will aid him to make the young comprehend clearly what they are struggling to learn. With all available helps at his command, the teacher will still find studying enough.

The Editor, in this college preparatory number of

THE SCHOOL JOURNAL, to be published once a month, will try to have in mind the needs of the classical, modern language, science, mathematics, English and history teacher, but he needs your aid in carrying out his task. If you have found some particular method of mastering the Greek verb helpful, pass it on to the other teachers of first-year Greek. If you have gathered some interesting facts in French history not found in the ordinary text-book, send it to THE JOURNAL. At any rate, do this much: write a letter to the Editor, telling him what you would like for your own work, that you do not succeed in finding without wearisome effort or long-continued study.

## Departmental Organization.

Superintendent Maxwell adheres firmly to his belief in the departmental organization of schools, especially in the more advanced grades. In a recent address to the principals and district superintendents he announced that 145 schools had adopted the plan for the last two years of the elementary school course, each teacher having charge of a special branch. Ninety-two schools have as yet made no move to try the plan in any class. While unwilling, at least at the present stage, to force general adoption by a special by-law, Dr. Maxwell bound the hesitating principals to give the matter serious consideration. The reasons which commended the plan to him were presented as follows:

There is greater unity of work.

The promotion of pupils by subjects is rendered possible. The unjustifiable promotion by grades exclusively is thereby done away with. In schools where the latter plan prevails a pupil may be excellent in some subjects, and yet be compelled to take them over again because he is poor in others. The supervision of the work is, by the departmental plan, rendered very much easier for the principal.

Of course, Dr. Maxwell added in closing, the system altho good in itself as a plan of organization cannot be a perfect success unless the principals use excellent judgment in assigning teachers, and unless each teacher is held accountable for the moral discipline of the class.

"There is a serious problem for you to ponder over during the coming year. I want you to try to work out some scheme by which the bright child can do the eight years of school work in seven and yet miss nothing. But while working on this do not forget the dull child. Stimulate him! The crowning glory of a teacher's work is what he can do with the dull child."

## The New South.

The South has had and is having a marvelous awakening,—educational, commercial, and industrial. The educational impetus has been given the South largely by the splendid work of the Peabody Board and more recently by the General and Southern Educational Boards.

For the last five years manufacturing industries have been built in the South at a greater rate perhaps than in any other section of the country.

This has developed commerce and called for intelligent, efficient labor.

This development must necessarily affect the schemes for education. It has been recognized in the introduction of manual training into the public school systems of the South. This has been for the most part elementary training. Special departments of agricultural and mechanical colleges



and polytechnic institutes have afforded some limited training for industrial occupations. There is a wide-spread demand for more trained young workers. The opportunity is ripe for the establishment of secondary industrial schools.

The city of Columbus, Georgia, with navigable water below it, and marvelous power at and above it on the Chattahoochee river, is becoming a center of varied industries and is one of the leading cotton manufacturing towns in the South. Several years ago the school authorities recognizing that education must conform to social ideals and growth, introduced practical manual training into all the elementary schools and made liberal provisions for carrying out this work.

Today the board of education and her leading citizens,—manufacturers, bankers, and merchants—are agreed that the greatest need in education for this city and this section of the South, is the establishment of a large secondary industrial school. The educational authorities think that this school should be generously planned and liberally equipped for several special lines of industrial training and that it should be closely affiliated with the public school system of this and other cities on the one hand, and with local industrial establishments on the other, in order that the education of youth of large and worthy laboring classes may be intimately connected with present and future life. In a thoroly practical way, such a school should prepare its students for intelligent and efficient service as honorable bread winners of good earning power.

As an evidence of the interest in the establishment of such a school, one manufacturer has agreed to donate all the land needed for such an educational plant and gives \$5,000 in cash towards building and equipment. Other citizens stand ready to follow his lead. The city will sustain such an institution as well as lies in her financial power.

Such a school needs more than can be done locally, and offers a rare opportunity for investment in the earning power of a worthy class of people thru practical industrial education.

### The College Graduate and Life.

It is perennial reading—the advice given to the college graduates. The presidents undoubtedly say the very best that is in them. Most of them are men who have seen many classes come and go, and they feel that they must express the general sentiment of the country towards the college youth. The country believes in him; Rockefeller feels that ten millions for him is not too much of a benefaction.

A college is not to be ranked high because a graduate from it has become a president of the United States. Every one of the colleges has attempted to get its students upon a higher point to look from and to understand better what they see from that point. The young men come out into the world not knowing so much more than when they entered, but better comprehending their surroundings. The man who was aided by Jesus to recover his sight, on first using his eyes thought men were trees walking. Ruskin tells us the great thing is to learn to see. The criticism of the instructor in drawing is, "That is not what you see." The effort of the college teacher is quite the same; he causes the student to translate Greek but that the youth may thus see into the working of his mind and be enabled to take enlarged views of things.

But Emerson's remark has great significance—

the students are more influenced by each other than by the instructor. One who has been a prodigy at an academy finds he is but one of a number of prodigies drawn from all parts of the country. Soon one, two, or three emerge and tower above the rest. These act mightily on the rest, who aspire to be like them. Unceasing effort is the result; they struggle beyond their former selves.

The thing to be feared for the graduate, as all college presidents know, is what will be the effect of his contact with what we call our civilization. A Harvard graduate who believed he possessed unusual descriptive power with his pen was employed to write advertisements. The employer desired him to state that ten-dollar Panama hats were to be sold for five dollars; but he found the writing of the advertisement a painful task. This was not the kind of work he felt that he had trained his mind for four years to perform.

It is worth while to inquire whether the colleges really tend to raise our civilization. All agree that they contribute to a higher intellectual condition; but how about the moral side? We look back on the days of Washington, Jefferson, and Franklin and feel that it was not an influence from the colleges that pervaded the land. We may well doubt whether the morality of these days rises as high it did then.

This is not a criticism of the college. The graduate may well say, "You would have none of my high thoughts nor allow me to better your state; I was obliged to walk in the gutter with you and forget my college aspirations." The age expects the graduate to shine in the race for wealth. When one announces that he chooses the ministry for a vocation, the number is large which considers that he is throwing himself away; for the pulpits are few where any but a small salary is paid. To mend the times is not easy, and fewer and fewer of the classes coming annually from the colleges are willing to undertake the task. Instead of aiming to live a more abundant life, they make the mistake of aiming at ownership of an abundance of things. Yet the hope of the country lies in the body of young men emerging from the college halls with such elastic step, so hopeful, so bright of eye, so firm in the belief that they are equal to the burdens they must soon endure. Who can but wish them well!

### Educational Associations.

Oct. 13-15.—Nebraska Superintendents and Principals' meetings. Lincoln.

Oct. 18-20.—Council of Superintendents of State of New York, Buffalo.

Oct. 19-21.—Vermont State Teachers' Association, Montpelier.

Oct. 20-21.—Northwestern Wisconsin Teachers' Association, Chippewa Falls.

Oct. 20-21.—Western Minnesota Teachers' Association, at Granite Falls. President, Martin L. Pratt, Granite Falls; secretary, M. L. Jacobson, Atwater.

Oct. 20-21.—New Hampshire State Teachers' Association, at Concord. President, Fred. S. Libby, Warner; secretary, Harriet L. Huntress, Concord.

Oct. 27.—Massachusetts Teachers' Association, joint convention with Hampshire and Hampden Counties Teachers' Associations, Springfield.

Oct. 27.—Middlesex County, Mass., Teachers' Association, Tremont Temple, Boston; Secretary, J. F. Wightman, Malden.

Oct. 27.—Worcester County, Mass., Teachers' Association, Worcester.

The New Hampshire State Teacher's Association will meet in Concord, Oct. 20 and 22. This association was organized in 1854, and its annual meetings have been a source of great inspiration to the teachers of the state.

Nov. 1-3.—Northern California Teachers' Association, Red Bluff; Pres., J. D. Sweeney, Red Bluff.

Nov. 3-4.—Southwestern Wisconsin Teachers' Association, Waukesha.



## What They Think of Our Dewey.

Professor John Dewey, of Columbia university, has just returned from abroad. As a welcome to him we quote below two well deserved tributes from different sources. They will be quite as much enjoyed by all our readers, besides being very profitable reading:

Mr. E. A. Riley, writing of "Self-Activity in the Pupil as a Guiding Principle in Education," in the *Australian Journal of Education*, pays tribute to Dr. John Dewey of Columbia university.

"John Dewey, of New York," says Mr. Riley, "has, perhaps, made the most far-reaching progress in primary-school methods that has been achieved during the past twenty-five years. I believe he has done for children of primary-school age what Froebel did for little children in his kindergarten. The principles of Froebel are no monopoly of the kindergarten. Many educators have felt this without seeing how to apply them to primary-school work. The introduction of manual training into the higher grades still left a big gap between them and the kindergarten. This gap had been filled tentatively by 'varied occupations'; but there was still no unity of spirit in the primary school such as marked the kindergarten. All was fractional, fragmentary. But Dewey, with the insight of genius, has bridged the gap. He makes life occupations the articulating centers of school life. The primary industries of the great world are taken and broken up and their complexity so reduced as to be brought within the child's grasp. Round these occupations, domestic and industrial, all education, physical, intellectual, and moral, is made to cling. This is done without the introduction of the technical spirit, tho, of course, the school supplies a splendid basis for technical training afterwards. As every day brings varying employments, a great variety of muscular co-ordination is secured, together with adequate sense training. History, geography, science, etc., grow out of the child's curiosity as to the materials he is shaping. What are they? Whence come they? How does man use them? And a thousand other questions are ever in the pupil's mind, supplying continuous interest. As it is things in their human relationships that he is handling and thinking over, and as the whole school community is socially organized, the humanities are given full scope; and as the pupil is doing moral acts thruout the day, and not merely learning to talk about morality, moral education is a reality in the school. As an educator I am fascinated by this apparent solution of most of the difficulties which confront us in the primary school."

Miss Ravenhill writes ("Special Reports on Educational Subjects," vol. xv., page 7):

"In the United States, as in Great Britain, detailed conceptions of the best methods to follow in the scheming of a school program are almost as numerous as the individuals who concern themselves with the question in any of its aspects; but emerging from this sea of opinions are a few prominent personalities whose freedom from prejudice or party spirit, scientific bases for their convictions, and courageous perseverance in face of obstacles and apparent failures secure a fair trial for their systems, and influence gradually the educational spirit and practice of their country. Of these one of the most notable is Dr. John Dewey, of Chicago university [now of Columbia university, New York], who has drawn public attention to two "tragic" weaknesses in the old school system, where, in his opinion, social spirit was wanting, being replaced by "that medieval misconception which limited learning to books." By precept and undaunted practice, Dr. Dewey impresses on those who have ears to hear and eyes

to see that "the ideal school should reproduce systematically, and in a large, intelligent, and competent way, what in most households is done only in a comparatively meager and haphazard manner"; while he maintains that "the root question of education is that of taking hold of a child's activities, of giving them direction, and of so training them as to produce valuable results."

Again (page 143):

By written and spoken word, Dr. John Dewey and the late Colonel Francis W. Parker have asserted their conviction that all school work should connect on the social side with the life without; and that this connection can be fitly and profitably made by means of suitable occupations thruout the period of school life. "By occupation," writes Dr. Dewey, "is not meant any kind of 'busy work' or exercises that may be given to a child to keep him out of mischief or idleness when seated at his desk. By occupation I mean a mode of activity on the part of the child which reproduces or runs parallel to some form of work carried on in social life." In the Chicago University Elementary School these occupations are represented by the workshop with wood and tools, by cooking and sewing, and by textile work. To those to whom this conception is unfamiliar, a careful perusal of Dr. Dewey's book, "The School and Society," and of his article on "The Psychology of Occupation," in the *Elementary School Record*, will result in a better comprehension of his thesis.

## Articles in the October Magazines of Special Interest to Teachers.

### HARPER'S MAGAZINE.

The Free Kindergartens. Hamilton W. Mabie.  
American Diplomacy: Its Influence and Tendencies. John Bassett Moore.  
Shakespeare's King Henry VI. Critical Comment by Ernest Rhys.

### THE CENTURY MAGAZINE.

The New Naval Academy. R. Blackshaw.  
Unknown Pictures of Shelley. Margaret L. Croft.  
Economy in Food. Russell H. Chittenden.  
The Recovery of the Body of John Paul Jones. Gen. Horace Porter.

### SCRIBNER'S MAGAZINE

The Coupe D'Etat of Louis Napoleon. Edited by Fred-eric J. Stimson.  
Letters and Diaries of George Bancroft. Part II. Student days in Europe. Edited by M. A. DeWolfe Howe.

### ATLANTIC MONTHLY.

The Fame of Franklin. William McDonald.  
The Cowardice of Culture. Thomas Wentworth Higginson.  
Our Changing Constitution. Alfred P. Dennis.

### MCCLURE'S.

Pioneer Transportation in America. Charles H. Lummis.

### APPLETON'S BOOKLOVERS'.

Four Paintings. William F. Metcalf.  
The Promise and Problems of Reciprocity. Harold Bolce.

### COSMOPOLITAN.

Story of Paul Jones. Alfred H. Lewis.

### THE DELINEATOR.

Education for Life Thru Living. First paper. William H. Maxwell.

### THE CRITIC.

The Critic Gallery of American Art. No. VIII. John Singer Sargent. H. St. G.

### AMERICAN ILLUSTRATED MAGAZINE.

The Story of American Painting. Charles H. Caffin.

### WOMAN'S HOME COMPANION.

Rest and Relaxation. Margaret E. Sangster.

### GOOD HOUSEKEEPING.

Work as a Remedy for Nervous Exhaustion. H. J. Hall, M.D.

## "Allusions" in Virgil's Aeneid.

Experience has taught the writer the inconvenience that may result from depending upon memory or the Classical Dictionary for the various geographical and mythological allusions in the Aeneid. When the teacher is looking over her next day's lessons in the evening the Classical Dictionary is sure to be on her desk at school. The references given here, following the text line by line, will be of service. The allusions required later will be given in other numbers of THE SCHOOL JOURNAL.

*The Title.* The title of the poem, Aeneidos, is derived from the name of the hero, Aeneas. Of the twelve books forming the poem only the first six are generally read in schools. Books VII to XII inclusive relate to the wars of the early kings at Rome with the adjacent tribes, and are far less interesting than the first six, in which are related the wanderings of Aeneas from the fall of Troy to the landing in Italy.

*(Line 1. Virum.)* Aeneas, the hero of the poem. He was supposed to be the son of Anchises and Venus, and was born on Mount Ida. It was from the summit of this mountain that, according to Homer, the gods watched the battle between Trojans and Greeks, before the fall of Troy. Accounts vary as to Aeneas' whereabouts after the fall but, according to the Virgilian account, after wandering for seven years he crossed to Europe and finally settled in Latium in Italy. *Troy.*—The territory of Ilium or Troy formed the northwestern part of Mysia. It was bounded on the west by the Aegean sea, on the northwest by the Hellespont, on the northeast and east by the mountains bordering the valley of the River Rhodius, and on the south by the northern coast of the Gulf of Adramytium. The country is for the most part mountainous. The city of Troy stood in the largest plain. The principal rivers were the Satniois on the south, the Rhodius on the north, and the Scamander (or Xanthus) and Simois in the center. The present site of the ancient city has in all probability been determined by Dr. Schliemann. Mythical account of the origin of the kingdom: Teucer, the first king had a daughter who married Dardanus, chieftain of the country to the northeast. Dardanus had two sons, one of whom was the father of Tros, whence came the names of country and people, Tros and Troes. Tros was the father of Ilus who founded the city, which was called after him Ilium, and also after his father Trojax. Laomedon was the next king. He was followed by Priam in whose reign the city was destroyed by the Greeks.

*Line 2.*—Lavinium was an ancient town of Latium, said to have been founded by Aeneas.

*Line 4.*—"The mindful wrath of cruel Juno" refers to the decision of Paris, the story of which is as follows: When Paeleus and Thetis were married, all the gods were invited to the wedding except Eris or Strife. Angered at the slight the goddess threw among the guests a golden apple on which was inscribed the words "To the fairest." Juno, Venus and Minerva each claimed the apple for herself. Jupiter ordered Mercury to take the goddesses to Mount Ida, where the beautiful shepherd Paris was tending his flocks, and have him settle the dispute. Juno promised Paris if he would decide in her favor, the sovereignty of Asia and great riches; Minerva promised him renown in war; and Venus, the fairest of women to be his wife. Paris decided in favor of Venus and she received the golden apple. Juno and Minerva hated Troy, henceforth, since Paris was a Trojan. Paris sailed for Greece, and aided by Venus carried off Helen, wife of Menelaus, and the most beautiful woman in the world. He took her back

to his home, and the Greeks, in revenge, made war on Troy.

*Line 6.*—Latium was the district of Italy in which Rome was situated.—The Latin race supposedly derived its name from a king Latinus, a contemporary of Aeneas.

*Line 7.*—Alban fathers—so-called from Albanus Mons—Rome was founded according to Roman annals in the year 753 B. C., by Romulus, for whom the city was named.

*Line 8.*—The muses were the inspiring goddesses of song, poetry, the arts, and sciences. They were nine in number, and were supposed to be daughters of Jupiter. They were Calliope, muse of epic poetry; Clio, of history; Euterpe, of lyric poetry; Melpomene, of tragedy; Terpsichore, of choral dance and song; Erato, of erotic poetry and mimic imitation; Polyhymnia, of the sublime hymn; Urania, of astronomy; Thalia of comedy. Calliope, muse of epic poetry, is the one addressed by Virgil.

*Line 13.*—Carthage stood at the head of a large bay on the northern coast of Africa. It was said to have been founded by Dido, who purchased of the natives as much land as could be covered with the hide of a bull. She ordered the hide to be cut into the thinnest possible strips, and with them she surrounded a spot on which she built a citadel. Around this the flourishing city of Carthage grew up.

*Line 22.*—The Parcae, or fates, were represented as three old women, who, at the birth of a man, spun out the thread of his life, followed his footsteps, and directed the consequences of his actions in accordance with the counsel of the gods. The three fates were the daughters of Jupiter. They were: Clotho, the spinner; Lachesis, who assigned to man his fate; and Atropos, the one who cut the thread.

*Line 23.*—Saturnia, i. e. Juno, so-called because she was the daughter of Saturn.

*Line 28.*—Hebe, goddess of youth, was the daughter of Juno and cupbearer to the gods. Because of a fall with which she met one day when serving the gods, she was dismissed from her position. Ganymede, a beautiful Trojan boy, was seized by Jupiter in the guise of an eagle, and was borne up to heaven, where he was installed in Hebe's place.

*Line 30.*—Achilles was one of the leading warriors on the Greek side. He was dipped in the River Styx in his babyhood to render him invulnerable. His mother, holding him by one heel, had failed to immerse that portion of his body in the water. He was killed by a poisoned arrow, that penetrated the vulnerable spot.

*Line 41.*—Ajax, son of Oileus, king of the Locrians, also known as the lesser Ajax, sailed against Troy with forty ships. The anger of Minerva was aroused against him because he assaulted Cassandra in her temple, on the night of the capture of Troy.

*Line 51.*—Aeolia, the island on which was the palace of Aeolus.

*Line 52.*—Aeolus was the king and god of the winds, which he kept inclosed in a mountain.

*Line 71.*—Nymphs were female divinities of a lower rank than the Olympians, tho they were called to the meetings of the gods in Olympus, and are described as the daughters of Jupiter.

*Line 78.*—The Trojans were often called Teucric in memory of Teucer, the first king of Troy.

*Line 97.*—Tydides, or Diomedes, son of Tydeus, king of Calydon. He was one of the best war-



rriors among the Greeks. He sailed against Troy with eighty ships.

*Line 99.*—Hector, eldest son of Priam and Hecuba. He was in command of the Trojan army, and was the bravest and most valiant of the warriors on his side. He was finally slain by Achilles

and his body dragged three times around Troy at the chariot wheels of the Greek. Achilles is referred to as Aeacides, son of Aeacus, because in infancy he had been dipped in the river Styx. Aeacus was one of the judges of the lower world.

*Line 100.*—See reference under Line 1.

## New Course of Study for New York City Elementary Schools

As Revised on June 21, 1905.

### Grade 1 A.

#### English.

Composition.—Conversation and oral reproduction.

Penmanship.—Free-arm movements; copying. Reading.—Short sentences and paragraphs. Reading to the pupils. Ethical lessons. Sounds of letters. Use of library books.

Memorizing.—Prose and poetry.

#### Nature Study.

Animals.—Common animals.

Plants.—Flowering plants; fruits and vegetables.

#### Physical Training and Hygiene.

Physical Training.—Gymnastic exercises and games.

Hygiene.—Simple talks on cleanliness and on correct habits. Effects of alcohol and narcotics.

#### Mathematics.

Oral.—Reading to one hundred. Counting. Addition tables, 1's, 2's. Measurements and comparisons. Problems.

Written.—Integers of one order.

#### Drawing and Constructive Work.

Freehand representation of familiar forms. Pictorial drawing and constructive work in connection with other branches of study. Color.

#### Cord and Raffia Work.

Cord work.

#### Music.

Simple rote songs.

### Grade 1 B.

#### English.

Composition.—Conversation and oral reproduction.

Penmanship.—Free-arm movements; copying; practice by pupils in writing their own names.

Reading.—Phonic exercises; sentences and paragraphs read from the blackboard and readers. Reading to the pupils. Ethical lessons. Use of library books.

Memorizing.—Prose and poetry.

#### Nature Study.

Animals.—Common animals.

Plants.—Flowering plants; fruits and vegetables.

Natural Phenomena.—The weather.

#### Physical Training and Hygiene.

Gymnastic exercises and games, and correct hygienic habits.

#### Mathematics.

Oral. Reading to one hundred. Counting. Addition tables, 3's, 4's. Subtraction within the tables. Increasing and decreasing integers of two orders by 1, by 2, by 3, by 4. Measurements and comparisons. Problems.

Written.—Integers of two orders. Addition and subtraction.

#### Drawing and Constructive Work.

Freehand representation of familiar forms. Pictorial drawing and constructive work in connection with other branches of study. Color.

#### Cord and Raffia Work.

Cord work.

#### Music.

Rote songs; the scale taught as song; scale relations in simple form; tone relations and accent developed from songs; simple melodic exercises in tone relationship by imitation and dictation.

### Grade 2 A.

#### English.

Composition.—Conversation and oral reproduction; sentences written from copy.

Penmanship.—Free-arm movements; writing from copy.

Reading.—Phonic exercises. Reading from the blackboard and readers. Reading to the pupils. Ethical lessons. Use of library books.

Spelling.—Familiar words.

Memorizing.—Prose and poetry.

#### Nature Study.

Animals.—Common animals; including insects.

Plants.—Flowering plants; fruits and vegetables; common trees.

#### Physical Training and Hygiene.

Physical Training.—Gymnastic exercises and games, and correct hygienic habits.

Hygiene.—Dietetics. Care of teeth. Effects of alcohol and narcotics.

#### Mathematics.

Oral.—Reading to one thousand. Roman numerals to XII. Counting. Addition tables to 9's. Subtraction within the tables. Increasing and decreasing integers of two orders by integers of one order. Measurements and comparisons. Fractions. Problems.

Written.—Integers of three orders. Addition and subtraction. Problems.

#### Drawing and Constructive Work.

Freehand representation of familiar forms. Pictorial drawing and constructive work in connection with other branches of study. Color.

#### Cord and Raffia Work.

Cord and raffia work.

#### Music.

Rote songs; exercises in tone relationship by oral and visible methods of dictation; tone relations and accent developed from songs; recognition of tone relations by the ear; development of rhythmic sense thru the medium of song.

### Grade 2 B.

#### English.

Composition.—Conversation and oral reproduction; sentences from copy and dictation.

Penmanship.—Movement exercises; writing from copy.

Reading.—Phonic exercises. Reading from readers and other books. Reading to the pupils. Ethical lessons. Use of library books.

Spelling.—Words from the lessons of the grade.

Memorizing.—Prose and poetry.

#### Nature Study.

Animals.—Common animals, including insects.



**Plants.**—Flowering plants; fruits and vegetables; common trees.

**Natural Phenomena.**—Water and its forms; states of the air; the rainbow; the sun, stars, and moon; winds, clouds, and storms.

#### Physical Training and Hygiene.

Gymnastic exercises and games, and correct hygienic habits.

#### Mathematics.

**Oral.**—Reading to one thousand. Roman numerals to XX. Counting. Addition and subtraction. Multiplication tables to 5x9; division within the tables. Measurements and comparisons. Problems.

**Written.**—Integers of three orders. Addition and subtraction. Multiplication and subtraction by 2, by 3, by 4, by 5; no remainders in division. Problems.

#### Drawing and Constructive Work.

Freehand representation of familiar forms. Pictorial drawing and constructive work in connection with other branches of study. Color.

#### Cord and Raffia Work.

Cord and raffia work.

#### Music.

Rote songs; tone relations and accent developed from songs as in 1A and 1B; exercises in tone relationship by oral and visible methods of dictation, and recognition of tone relations by the ear; rudiments of staff notation; recognition of two-part and three-part measure, applying measure words, "loud, soft, loud, soft," with the use of quarter-note, half-note, and corresponding rests; simple exercises in two voice-parts.

#### Grade 3 A.

##### English.

**Composition.**—Oral reproduction. Sentences and paragraphs constructed; paragraphs and stanzas from copy and dictation.

**Penmanship.**—Movement exercises; writing from copy.

**Reading.**—Phonic exercises. Reading from readers and other books. Reading to the pupils. Ethical lessons. Use of library books.

**Spelling.**—Words from lessons of the grades; abbreviations.

**Memorizing.**—Prose and poetry.

##### Nature Study.

**Animals.**—Various types of animals, including cold-blooded animals, birds, and insects.

**Plants.**—Flowers, fruits, vegetables, and trees.

#### Physical Training and Hygiene.

**Physical Training.**—Gymnastic exercises and games, and correct hygienic habits.

**Hygiene.**—Clothing; play; posture. Effects of alcohol and narcotics.

#### Mathematics.

**Oral.**—Reading to ten thousand; Roman numerals to C; ordinals. Counting. Addition and subtraction. Multiplication tables to 9x9; division within the tables. One-half to four-fifths of numbers within the tables. Measurements and comparisons. Problems.

**Written.**—Integers of four orders; dollars and cents. Addition and subtraction. Multiplication and division by integers of one order. Problems.

#### Drawing and Constructive Work.

Freehand drawing from objects. Pictorial drawing and constructive work in connection with other

branches of study. Simple decoration. Color. Study of pictures.

#### Cord and Raffia Work.

Cord and Raffia work.

#### Sewing [girls].

Sewing.

#### Music.

Rote songs; exercises in tone relationship as in previous grades; rudiments of staff notation; recognition of four-part measure, applying measure words; exercises in two voice-parts, with independent melodic and rhythmic progressions; singing of simple melodies at sight.

#### Grade 3 B.

##### English.

**Composition.**—Oral reproduction. Sentences and paragraphs constructed; paragraphs and stanzas from memory or dictation.

**Penmanship.**—Movement exercises; writing from copy.

**Reading.**—Phonic exercises. Reading from readers and other books. Reading to the pupils. Ethical lessons. Use of library books.

**Spelling.**—Words from lessons of the grade; abbreviations.

**Memorizing.**—Prose and poetry.

##### Nature Study.

**Animals.**—Various types of animals, including cold-blooded animals, and birds, and insects.

**Plants.**—Flowers, fruits, vegetables, and trees.

**Earth Study.**—Land and water forms in the vicinity; soil. Direction and distance; points of the compass.

**Natural Phenomena.**—The sun; effects of heat and cold water on the soil, on plant and animal life; changes of season.

#### Physical Training and Hygiene.

Gymnastic exercises and games, and correct hygienic habits.

#### Mathematics.

**Oral.**—Reading to ten thousand. Counting. The four operations. Multiplication tables. One-half to five-sixths of numbers within the tables. Measurements and comparisons. Problems.

**Written.**—Integers of four orders. The four operations. One-half to five-sixths of integers. Addition and subtraction of fractions having common denominators. Problems.

#### Drawing and Constructive Work

Freehand drawing from objects. Pictorial drawing and constructive work in connection with other branches of study. Simple decoration. Color. Study of pictures.

#### Cord and Raffia Work.

Cord and raffia work.

#### Sewing [girls].

Sewing.

#### Music.

Rote songs appropriate to the grade; more advanced exercises in voice training; tone relationship; study of the keys of E flat, D, and C, with their signatures, introducing pitch names; sight singing from the book, avoiding the use of singing names as far as possible; singing in two voice-parts with equal range; rounds and canons; writing of symbols used in notation.

(To be continued next week.)

The past, present and future of Hood's Sarsaparilla are: It has cured, it will cure.

## The Educational Outlook

Dr. Charles W. Dabney, president of the University of Cincinnati, recently reached home from a trip abroad, where he has been studying various systems of municipal education. During his absence he visited Glasgow, Manchester, Liverpool, Edinburgh, and Birmingham. In speaking of his impressions he said that the systems of municipal education examined by him were somewhat better than those in the United States. The state universities, in his opinion, are not adequately meeting the demands of cities in this country.

It is reported that State Supt. Alfred Bayless of Illinois has been elected principal of the state normal school at Macomb. Prof. S. B. Hursh will act as principal until Mr. Bayless has finished his term as state superintendent.

A meeting of the board of trustees of the American Commercial Institution, Washington, D. C., will be held at Chicago, Ill., during the session of the National Commercial Teachers Federation, in December. H. M. Rowe, of the Sadler-Rowe Company, is president of the board.

It is estimated that the total enrollment of students at Yale this year will be 3,420 students, divided as follows: academic department, 1,400; scientific department, 1,000; graduate department, 355; School of Fine Arts, 40; department of music, 90; Forest School, 70; Divinity School, 95; Medical School, 140; Law School, 240. Besides this number there were 260 in the summer school, and it is expected that the courses for teachers will attract about 150 this winter.

School Commissioner James S. Cooley, of Nassau county, L. I., has received a diploma announcing a gold medal award by the educational department of the St. Louis Exhibition, to the rural schools of Nassau county.

The schools that participated in the exhibition at St. Louis are as follows: Westbury, Oyster Bay Cove, Farmingdale, Lakeville, and East Meadow. The diploma and gold medal will adorn the walls of the commissioner's office at the court house.

William Campbell of Abilene, Kansas has commenced his forty-seventh year as a school teacher. Mr. Campbell is seventy-six years of age. He taught his first school in Illinois in 1858, and with the exception of four years during the war he has been teaching ever since.

The enrollment of the state normal school at Millersville, Pa., is this year the largest in its history. Dr. E. O. Lyte is the president.

Rev. Dr. Frank W. Gunsaulus recently accepted a chair especially endowed for him at the Chicago theological seminary. His title will be "Professor of the Science of Preaching."

Dr. W. J. McGee, of Washington, D. C., a scientist and anthropologist of international prominence, was recently elected managing director for the St. Louis Public Museum.

During the past year 120,000 applicants have appeared for civil service examinations in the United States. Of

Dr. H. G. Remsnyder says: A lady was suffering with headache and vomiting. I prescribed antikamnia tablets, and when next I saw her she informed me that the medicine I gave her not only relieved the headache, but also the vomiting. Having other cases on hand, I gave each of them antikamnia tablets, and was delighted to find that every case was decidedly benefited thereby.—Hospital Bulletin.

this number 100,000 passed, and 48,000 received appointments. The average age of those appointed was twenty-eight.

The legislature of Missouri has appropriated \$77,400 for a new dormitory for girls at the Lincoln Institute, located at Jefferson City.

Prof. Chas. H. Smyth of Hamilton college has accepted a professorship of geology at Princeton.

### Resignation of Melvil Dewey.

The resignation of Melvil Dewey, director of the New York State Library, has been accepted by the regents of the university. The resignation will take effect Jan. 1, 1906. The State Library school which was founded by Mr. Dewey will probably be removed to some university. This school was originally established in Columbia college, and was removed to Albany when Mr. Dewey accepted the position in the state library. Since its establishment the school has graduated 1,400 librarians, who have secured excellent positions in all parts of the world.

While Mr. Dewey refuses to discuss his plans at this time, it is thought that his library school will receive financial support from Andrew Carnegie, who may endow a library chair in some university for Mr. Dewey.

### Fraternities Opposed.

The board of education of Lawrence, Kan., has sent the following notice to parents of pupils in the high school: "It is the conviction of the school authorities of Lawrence, as well as those of practically the whole country, that secret societies among the pupils are detrimental to the best interests of those who become members and those of the entire school. They lead to clannishness and ill-feeling. They consume the time and endanger the health of the members. For the sake of your own children we advise and urge you to keep them out of such societies, or, if they have already joined, to persuade them to drop their membership."

### Chicago Principals and Corporal Punishment.

The Chicago board of education has received letters charging that public school principals are regularly violating the rule of the board prohibiting corporal punishment. Altho the principals do not actually whip unruly pupils, it is said that they get the janitor or engineer to do so, or else tell the parents that if they do not make their children behave the principal will suspend them.

City Superintendent Cooley was indignant on hearing of these charges. The Chicago Tribune says: It is just as much a violation of the rules of the school board for a principal to induce a parent or some third party to do the whipping as it would be were he to do it himself." Mr. Cooley is quoted as saying: "I will not tolerate a violation of even the spirit of the rule. If I find that any of the school principals have been getting others to whip the children I shall deal with them summarily."

A member of the board of education in speaking of the matter said: "It makes no difference how many fathers authorize the use of corporal punishment it must not be employed. Parents have no right to request principals to violate rules of the school board. The rules on the other hand do not give a principal the right to whip a pupil upon receiving permission. We will not permit our principals to become family floggers. When we want bruisers we will hire them."

### Russian University Reform.

On Sept. 10, an imperial ukase was published in St. Petersburg, Russia, granting a liberal measure of autonomy to the universities, pending the elaboration of permanent regulations along the same lines.

The dispatch said that the concession insures the opening of the universities this fall, and the resumption of the educational life of Russia, which has been at a standstill since the strike of students and professors last February.

The ukase places the election of rectors and deans of the universities, who have hitherto been appointed by the Minister of Education and were regarded as representatives of the bureaucracy class, in the hands of the university professors. The duty of seeing that academic life follows a normal and orderly course is intrusted by the ukase to professional councils, to which has been confided jurisdiction over offenses by students. University Inspectors, who formerly were considered as a sort of secret police, are now responsible to the rectors and not to the ministry, and a cause of many misunderstandings between the universities and the authorities has thereby been removed.

The ukase fails to give the right of assembly or to grant the other political demands for which the students have been agitating, but the placing of the government of the universities in the hands of the professors meets the principal grievances of the students in regard to purely academic conditions, as the faculties and students are thoroly in sympathy with each other because of their common efforts to remedy the grievances.

### Death of President Butler.

Thomas W. Butler, a veteran grammar school principal of Worcester, Mass., died suddenly Sept. 10. Mr. Butler was educated in the Worcester public schools and at the Grand Seminary, Montreal, Canada. In 1892 he was appointed principal. He was forty-five years of age.

### Parochial Schools Dedicated.

On September 11, more than 150 Catholic clergymen participated in the dedication of two of the largest and best-equipped parochial schools in the city of New York.

The chief address was made by Auxiliary Bishop Cusack, who said that he hoped to live to see the day when there would be a parochial school attached to every church. "I do not refer," he continued, "to Catholic churches alone, but churches of every denomination. They are an absolute necessity, and we see it more and more every day, for they teach the rising generation in a way that the public schools do not. You can't teach patriotism without George Washington, and you can't teach morality without Jesus Christ."

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## The Greater New York.

The superintendents have decided not to make any appointments in the elementary schools before Nov. 1.

The next examination for high school licenses will be given by the board of examiners on Oct. 18.

The efforts that are being made to prevent the consolidation of schools are not meeting with much success. The board of education has approved the policy of the superintendents, and the work is progressing.

A large number of applications for retirement were considered by the board of retirement at their meeting on Sept. 20. No report of the proceedings was given out because under the law no teachers can be retired until Feb. 1.

The following principals of the Bronx schools have been transferred: C. Warren Hawkins, P. S. 26 to P. S. 11; John T. Maguire, No. 11 to No. 29; Elijah D. Clark, No. 31 to No. 37; Emilie J. Lichtenstein, No. 29 to No. 39; Jennie Bermingham, No. 17, Manhattan, to No. 26, Bronx.

At the opening of the commercial high school in Brooklyn, 452 new pupils enrolled. Last September the number was 351. About one-fifth have decided to study Spanish, the rest German. Principal Moore hopes in a few months to be able to move into the magnificent new building now being erected on Albany avenue.

The following additions have been made to the faculty of Columbia university: Herman C. Bumpus, Ph.D., formerly director of the American Museum of Natural History; John Dewey, Ph.D., LL.D., to the chair of Philosophy; Charles F. McKim, Litt.D., director of Atelier, and Edward T. Devine, Ph.D., Philosophy.

### Manual Training High.

The corner stone for the first manual training high school to be erected in Manhattan was laid Sept. 21, in Fifteenth street near First ave. When completed the school will be one of the best of its kind in the United States.

City Superintendent Maxwell, President Tift of the board of education, and

Chairman Adams of the committee on care of buildings, made brief addresses.

The new school, including site and furniture, will cost more than a million dollars. It was designed by Superintendent of Buildings, C. B. Y. Snyder, and will contain an auditorium, gymnasium, lunch-room, locker room, three chemical laboratories, three physical laboratories, nineteen shops, and three lecture rooms, a molding room and a forge room. The school will accommodate 2,600 pupils.

### Normal College Extension Work.

The University Extension Classes of the Associate Alumnae of the Normal college began their work on Sept. 30. Four courses have been planned for 1905-06, under the following titles: I. Concrete Psychology in its Application to Class-room Teaching, to be conducted by Dr. Edgar D. Shimer, District Superintendent of Schools, New York city, and formerly professor of psychology in New York university.

II. Literature: The Victorian Poets, conducted by Dr. George C. D. Odell, professor of literature, Columbia university.

III. United States History and Civics: Period, Revolution—Madison's Administration. Dr. J. P. Gordy, professor of history, New York university.

IV. Water Color Painting, Miss Virginia S. Keith, Normal college.

The first course will be of unusual interest. Dr. Shimer says it is a course of practical talks for practical teachers. He intends to eliminate all metaphysical discussion, and all mooted points, and get at the heart of the subject by pointing out only such portions of the science as may be shown to have direct pedagogical value in the training of child mind to develop correct habits of action, thought and feeling with the greatest economy of time and energy.

The following topics, one for each week, will indicate the practical value of the course.

1. The end of education.
2. Subject matter and method.
3. Mechanical and cultural studies.
4. The uses of psychology for the teacher.

5. How a child comes to know.
6. The observation of a child's activities.
7. Nervous concomitants of mental action.
8. Brain fatigue.
9. Mental traits revealed by physical signs.
10. Differences of temperament.
11. Primary qualities of mind.
12. Individual differences, and the importance of knowing them.
13. How to analyze and classify mental states and operations.
14. General and special conditions of mental growth and development.
15. The known laws of mental development.
16. The first law of mental growth.
17. How to test mental growth.
18. The arrest of development.
19. How to train a child to observe distinctly and accurately.
20. The educational value of memory, how to train it, and on what kind of material.
21. The two-fold direction to give to the training of the imagination.
22. How to discover and to explain the meaning of words, and how to control the child's use of these words.
23. How to make a child's judgment clear, accurate, prompt, stable, and independent.
24. How to develop accurate and complete observation into correct and sequent reasoning.
25. The proper training of the child's emotions.
26. How to develop in the child a self-judging conscience.
27. How to treat the law of imitation.
28. The different stages of self-control.
29. The proper means of discipline, and why.
30. The formation of habits of action, thought, and feeling.

The Extension Committee consists of the following: Chairman, Principal Hannah W. DeMilt; Treasurer, Miss Anna M. Hunter; Secretary, Miss Harriet H. Keith; Dr. Jenny B. Merrill, Miss Estelle Forchheimer, Prof. Helen Gray Cone, and Miss Rosina J. Rennert.

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## Chicago News Letter.

The schools public and private of Cook county, Illinois, have just opened with an enrollment of 312,500. Of these 282,346 belong in the city and 30,163 in the county. The private schools care for 94,340. The enrollment in the city of Chicago has increased about 50,000 during the past five years and 10,000 last year alone on account of the rigid enforcement of the new compulsory education law which went into effect July, 1903, and took many children from the factories, workshops, and streets, and put them in school.

To meet the unprecedented demand of parents and pupils in all parts of the city the board of education is taking steps to place manual training within the reach of every pupil enrolled in the public schools. Eighteen new centers have been opened in the elementary schools, making a total of 138. Now there are centers in all the schools in the congested districts, but owing to a dearth of teachers instruction is given to each child only one day a week. The present program, arranged by Supervisor R. M. Smith, provides for all children except those in thirteen outlying districts.

The demand for household arts, too, is greater than ever before, and as soon as possible enough centers will be opened that provision may be made for pupils in twenty-three outlying districts to whom this branch of the curriculum is not now being taught.

The sixteen high schools of the city are full to overflowing, the reason assigned for this increase in attendance is that many of the pupils are anxious for instruction in household arts and manual training, which are fast becoming prominent educational features of the Chicago public school system.

The new normal school of Chicago, occupying the site of the old Cook county normal, was formally opened on September 5th with Mrs. Ella F. Young as principal.

Architecturally the great structure covering a full half block is imposing and has been pronounced by those in a position to judge the finest of its kind in the United States. It embodies the best ideas of experts as to design and equipment and its student capacity is sufficient to supply the needs of the Chicago schools for new teachers for years to come. Its cost was \$400,000.

The choice of Mrs. Ella F. Young as principal meets with hearty approval not only on account of her well-known ability but also because she is a product of the system of education which she exploits.

While there are to be no very material changes in the curriculum it is expected that the coming of a new principal will infuse new life into the school. The class which has just entered numbers 180, forty more than in any previous year, and with those who will enter in February, Superintendent Cooley predicts that the total enrollment will be about 450, almost the capacity of the school.

Admission to the normal is by examination now, and there is no fee. Prior to the year 1902 graduates of the city high schools with a grade of 90 per cent. or higher were admitted without test, but owing to the protests of various private and parochial schools, the graduates of which were not granted the same privilege, the examination requirement was made to apply to all candidates. Nine-tenths of the students are women and this percentage promises to continue.

Miss Jane Addams of Hull House has been given the chairmanship of the school management committee of the board of education, the committee which administers the educational affairs of the school system of Chicago.

If the present plans prove feasible the board of education will soon introduce an innovation in school construction by undertaking to erect its own buildings, thus freeing itself from the clutches of the middleman, the contractor. With the trustees doing their own contracting thru a carefully worked out system it is estimated that at least 33 1-3 per cent. of the cost of each building can be saved. Even now in the repair shops the board has begun the experiment of manufacturing school furniture, and according to architect Dwight H. Perkins 25-30 per cent. is being saved. With this money it is hoped to erect sufficient buildings to reduce the number of pupils allotted to each teacher and establish more kindergartens and centers for manual training and household arts.

Despite all the effort that is being made to educate the masses there is now according to the report of the superintendent of county schools, A. F. Nightingale, 316 illiterate children in Cook county. The most remarkable fact concerning them is that none of them are of foreign birth. Twenty-eight are illiterate because of their parents' neglect and the others for such reasons as insanity, idiocy, mental weakness, ill health, and indigence. Among these there is not a single blind child. The total is 61 greater than in the year 1902.

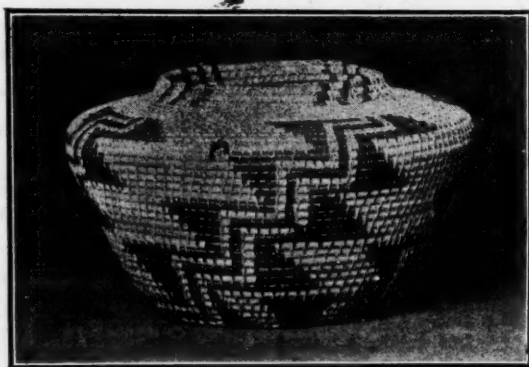
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with an address by President Gunsaulus  
on the 20th of September. Ten new mem-  
bers have been taken into the faculty.  
A new course in general science has been  
added and the number of graduate courses  
increased.

News has just been received from Halle,  
Germany, of the death from heart failure  
of Mrs. Clara H. Rishel, the wife of  
Principal Rishel of the Audobon school.  
Mrs. Rishel, accompanied by her two  
youngest children had spent the summer  
traveling in Switzerland and Germany  
and was at the time of her death visiting  
her birthplace, Halle. Mrs. Rishel, who  
was a member of the Apollo Club was  
well known in musical and educational  
circles. Her husband and three children  
survive her.

Prof. Frederick Starr of the University  
of Chicago left on the 19th for central  
Africa to study the Batwa Pygmies and  
other native tribes living in the jungles.  
He was accompanied by his photographer  
Manuel Gonzales, the Mexican youth whom  
he is educating. With him he took eleven  
trunks filled with cameras, a moving  
picture machine, plaster paris for casting  
heads, trinkets, toys, and note books.

Professor Starr who is well known on  
account of his anthropological investiga-  
tions among the native tribes of the  
northwest and in central Mexico believes  
that the Batwas are today the most in-  
teresting people in the world. Little is  
known of them except that they are very  
small of stature and short lived. The tall-  
est is believed to be not more than four  
feet in height, while many are less than  
two and a half feet tall. They marry at  
the age of eight and are considered in the  
prime of life at fifteen. Few live to be  
forty-five. Professor Starr will remain for  
one year and hopes during that time to  
secure much of their history.

MARY RICHARDS GRAY.

The Hillhouse estate which was pur-  
chased for Yale university was formally  
transferred on Sept. 15. The property  
will be held by the purchasers until it  
can be transferred to the university free  
of debt. The deed stipulates that no  
buildings may be erected on the property  
for fifty years, and that no athletic  
sports shall be held there.

A large plot of the ground will be  
turned into a public park. The rest of  
the property will be devoted to the Yale  
forest school botanical gardens and school  
of irrigation.

The Carnegie library erected at a cost  
of \$15,000, at Richmond, Ind., has been  
closed for lack of funds to support it.

Prof. George Loveless Amerman, for  
many years registrar of the Sheffield  
scientific school, Yale university, has  
resigned because of ill-health. His suc-  
cessor is Arthur Marion, Yale, 1891, and  
principal of the high school at Schene-  
tady, N. Y.

The board of examiners takes into con-  
sideration the daily work of candidates  
for higher positions when making up the  
ratings. In the principals' examinations  
Dr. Maxwell requires a report from the  
district superintendents to make a report  
on the work of candidates in class. The  
reports are made by some superintend-  
ent other than the one in charge of the  
district in which the candidate is teach-  
ing.

The members of the Church of Our  
Lady of Good Counsel have been cele-  
brating the silver jubilee of Rev. James  
J. Durick. On September 18 the children  
of the parochial school in connection with  
the church, to the number of 750, car-  
ried out an interesting program. At its  
close the children presented Father Du-  
rick with a purse containing \$1,000.

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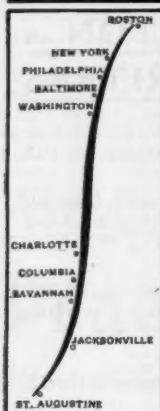
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The schoolship St. Mary's reached New York from her summer cruise Sept. 16. All on board were well. The St. Mary's left New York last April. After cruising about Long Island sound, the boys were taken to Paris by way of Queenstown and Cherbourg. From Paris the ship sailed for Madeira, leaving there for home on Aug. 15. There were ninety-five boys on board, all of whom received much benefit from the summer's experience.

The *Four-Track News* shows a constant improvement as to its contents. It has obtained wide recognition as a magazine of education, particularly with regard to people and places of interest.

The beginning of the ninth volume of this magazine was marked by the adoption of a new and highly artistic cover, designed by Finn H. Frolich, who was the recipient of a silver medal from the Paris Exposition, and also the sculptor of several of the most effective pieces of statuary at the St. Louis Exposition.

The central idea of the design represents the globe, indicating the field of the magazine, for no corner of the earth that is accessible to the traveler is outside the scope of its articles, or beyond the range of its influence. At the top of the globe is the allegorical figure of Progress in her quadriga, her four spirited horses signifying advancement, her extended torch typifying education. The stage-coach, the steamship, the airship, and the locomotive—handmaids of transportation—are suggestive of travel and its pleasures and profits. In the central panel each month will appear a different half-tone picture appropriate to the season.

### The Recreation Centers.

The evening recreation centers to be opened in Manhattan, the Bronx and Brooklyn, early in October are distributed as follows: Manhattan—For Boys—No. 1, Henry, Catherine, and Oliver streets; No. 16, 208 West Thirteenth street; No. 20, Rivington, Forsyth, and Eldridge streets; No. 21, Mott and Elizabeth streets, near Spring; No. 23, Mulberry and Bayard streets; No. 31, Monroe and Gouverneur streets; No. 42, Hester, Orchard, and Ludlow streets; No. 105, 269 East Fourth street; No. 158, Avenue A and Seventy-seventh street; No. 159, 119th street, near Second avenue; No. 162, 108th street and Second avenue; No. 179, 131st street and Amsterdam avenue; No. 188, Manhattan, East Houston, and Lewis streets; and High School of Commerce, Sixty-sixth street, west of Broadway.

For Girls—No. 103, 119th street and Madison avenue; No. 137, Grand, Essex, and Ludlow street; No. 147, Henry and Gouverneur streets; No. 150, on East Ninety-sixth street; No. 174, Attorney street, near Rivington; No. 177, Market and Monroe streets.

Bronx—For Girls No. 37, 145th street east of Willis avenue.

Brooklyn—For Boys—No. 117, Bushwick avenue and Stagg street; No. 142, Henry and Rapelyea streets; No. 144, Howard avenue and Prospect place; No. 147, Bushwick avenue and Siegel street.

For Girls No. 7, York street, near Bridge; No. 125, Blake and Thatford avenues; No. 141, Leonard and McKibben street; No. 143, Havemeyer and North Sixth streets.

### Providence Teachers Demand Larger Salaries.

The spirit of action has seized upon the teachers of Providence, R. I., and they are out in full force to demand a more just compensation for their services. At a mass meeting held recently the speakers, among them many teachers, spoke in no uncertain tones in behalf of their

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cause. One of the speakers for the opposition, an alderman, says *The State*, made a weak attempt to show that the city was too poor to pay its teachers a living wage. He even went so far as to suggest that the salaries of high school teachers be lowered.

In answer to this it was shown that Providence is one of the richest cities in America per capita, that a large part of the property in the city is either not taxed at all or only half taxed, and that if the assessors were so disposed they could find such property and tax it, just as was done recently in Newport, and some years ago in Chicago for this very purpose.

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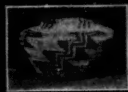
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